



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

4707 East Robert E Lee Street, Phoenix, AZ 85032

### Milestones Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

##### Elementary Achievement Profile (a)

2004-05 Highly Performing  
2003-04 Performing  
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Ms. Tara Cabardo  
Schedule : 07:00 AM to 06:00 PM  
Grades : Pre-K-8  
2005 Enrollment : 263  
Web Address : [www.milestonescharterschool.com](http://www.milestonescharterschool.com)  
Phone Number : (602) 404-1009  
Fax Number : (602) 404-5456  
E-mail : [taracab@yahoo.com](mailto:taracab@yahoo.com)

#### Mission

Milestones provides an educational experience of the highest quality, while offering a safe and unique environment that meets students' individual needs. This is done through challenging academics, community building and character development. Milestones believes in not only meeting students' academic needs, but social and emotional ones as well.

#### No Child Left Behind

##### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

##### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Provides students with an environment for holistic learning, daily practice of skills, hands-on experiences, technological awareness and strong character development. These programs are designed to foster, address and support student responsibility.
- ü Incorporate lifelong learning skills by encouraging students to communicate effectively; solve problems responsibly; strive for quality in their work; and accept responsibility for their behavior and for learning.
- ü Milestones guides students in identifying their own strengths and weaknesses, so they may be able to incorporate them in their life-long learning.
- ü Milestones believes that the growth of knowledge is the result of individual connections made by the learner. We also believe that complex and concrete experiences are essential for meaningful learning and teaching to occur.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 224  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 45

## Instructional Programs

- Ü Fosters Character Development
- Ü Instills Technological Awareness
- Ü Offers Multiage Classrooms
- Ü Utilizes Hands-on Learning
- Ü Building Classroom Communities
- Ü Full-Day Kindergarten
- Ü Preschool Programs - Infants - KPrep
- Ü Incorporates Art, Spanish, Music & P.E.

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

## Shared Responsibilities

### School

Milestones provides an environment for holistic learning, daily practice of skills, hands-on experiences, technological awareness & character development. We are responsible for maintaining open communication between parents, school staff & students.

### Parents

Parents are responsible to support our educational goals and school activities. Families need to actively participate in the student's education and to have children present and prepared for school. Parents must help maintain open communication.

## Transportation Policy

Parents must provide transportation to and from Milestones & to be responsible for seeing the child into the campus & for coming in at the end of each day. Parents must transfer responsibility for the child to a staff member and sign-in & out daily.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona Odyssey Of The Mind - 2nd Place Division I	2004
Ü Arizona Odyssey Of The Mind - 3rd Place Division II	2004
Ü Accomplished Milestones Chess Team	2005
Ü Rated #1 Arizona Parent Charter School Survey	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	79306	100	100	99	474	474	445	4	4	10	11	11	18	50	50	51	36	36	20
All Students (Prior Year)	30	30	75509	100	100	100	533	533	521	0	0	13	17	17	23	43	43	33	40	40	31
Female	12	12	38691	100	100	99	469	469	446	8	8	10	8	8	18	67	67	52	17	17	20
Male	16	16	40583	100	100	99	478	478	445	0	0	11	13	13	18	38	38	50	50	50	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	--	--	32869	--	--	99	--	--	429	--	--	15	--	--	25	--	--	51	--	--	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	26	26	36197	100	100	99	473	473	463	4	4	5	12	12	11	50	50	53	35	35	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	26	26	69060	100	100	98	478	478	454	4	4	7	8	8	17	50	50	54	38	38	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	28	28	39966	100	100	100	474	474	459	4	4	6	11	11	12	50	50	52	36	36	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	79395	100	0	99	465	465	446	4	4	9	29	29	25	54	54	55	14	14	11
All Students (Prior Year)	30	30	75492	100	100	100	522	522	519	3	3	12	17	17	16	63	63	47	17	17	24
Female	12	12	38743	100	0	100	467	467	451	8	8	7	25	25	24	42	42	57	25	25	12
Male	16	16	40618	100	0	99	463	463	440	0	0	11	31	31	27	63	63	53	6	6	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	--	--	32915	--	--	99	--	--	426	--	--	15	--	--	35	--	--	47	--	--	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	26	26	36221	100	0	99	463	463	465	4	4	4	31	31	15	50	50	63	15	15	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	26	26	69139	100	0	99	466	466	454	4	4	7	27	27	24	54	54	58	15	15	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	28	28	39986	100	0	100	465	465	461	4	4	4	29	29	16	54	54	63	14	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	28	78869	100	100	99	474	474	442	0	0	6	18	18	21	64	64	63	18	18	10
All Students (Prior Year)	29	29	75053	100	100	99	618	618	597	3	3	7	7	7	12	79	79	72	10	10	9
Female	12	12	38536	100	100	99	497	497	458	0	0	4	17	17	15	50	50	67	33	33	14
Male	16	16	40302	100	100	99	457	457	428	0	0	8	19	19	26	75	75	60	6	6	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	--	--	32606	--	--	98	--	--	426	--	--	8	--	--	27	--	--	60	--	--	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	26	26	36078	100	100	99	471	471	459	0	0	4	19	19	16	65	65	66	15	15	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	26	26	68697	100	100	98	479	479	454	0	0	4	12	12	18	69	69	67	19	19	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	28	28	39837	100	100	100	474	474	457	0	0	4	18	18	14	64	64	67	18	18	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	78906	100	100	99	538	538	498	0	0	13	4	4	19	65	65	48	31	31	20
All Students (Prior Year)	14	14	76019	100	100	100	489	489	499	7	7	14	43	43	39	21	21	14	29	29	33
Female	12	12	38644	100	100	99	528	528	500	0	0	12	0	0	19	80	80	49	20	20	19
Male	17	17	40236	100	100	99	544	544	497	0	0	15	6	6	19	56	56	46	38	38	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	26	26	36483	100	100	99	544	544	517	0	0	7	4	4	13	61	61	51	35	35	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	27	27	68310	100	100	98	540	540	509	0	0	9	4	4	18	63	63	51	33	33	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	29	29	40295	100	100	100	538	538	513	0	0	7	4	4	13	65	65	50	31	31	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	78908	100	0	99	514	514	484	0	0	10	12	12	23	77	77	58	12	12	9
All Students (Prior Year)	13	13	76020	93	93	100	504	504	503	23	23	25	0	0	23	62	62	40	15	15	12
Female	12	12	38648	100	0	99	507	507	489	0	0	8	10	10	22	80	80	61	10	10	10
Male	17	17	40233	100	0	99	519	519	479	0	0	12	13	13	25	75	75	55	13	13	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	26	26	36502	100	0	99	521	521	502	0	0	4	4	4	14	83	83	67	13	13	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	27	27	68312	100	0	98	518	518	493	0	0	7	8	8	21	79	79	62	13	13	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	29	29	40315	100	0	100	514	514	498	0	0	5	12	12	15	77	77	66	12	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	78750	93	93	99	525	525	500	0	0	6	29	29	29	67	67	63	4	4	2
All Students (Prior Year)	13	13	75673	93	93	100	535	535	530	15	15	12	8	8	25	77	77	58	0	0	4
Female	11	11	38586	92	92	99	541	541	515	0	0	4	33	33	22	56	56	71	11	11	3
Male	16	16	40135	94	94	99	515	515	486	0	0	8	27	27	35	73	73	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	24	24	36440	92	92	99	532	532	516	0	0	3	24	24	22	71	71	71	5	5	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	25	25	68196	93	93	98	531	531	513	0	0	3	27	27	25	68	68	69	5	5	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	27	27	40260	100	100	100	525	525	514	0	0	3	29	29	21	67	67	72	4	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78250	NC	NC	99	NC	NC	548	NC	NC	21	NC	NC	18	NC	NC	48	NC	NC	13
All Students (Prior Year)	--	--	75001	--	--	99	--	--	468	--	--	37	--	--	36	--	--	16	--	--	10
Female	--	--	38071	--	--	99	--	--	549	--	--	20	--	--	19	--	--	49	--	--	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	NC	NC	68996	NC	NC	99	NC	NC	561	NC	NC	16	NC	NC	18	NC	NC	52	NC	NC	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

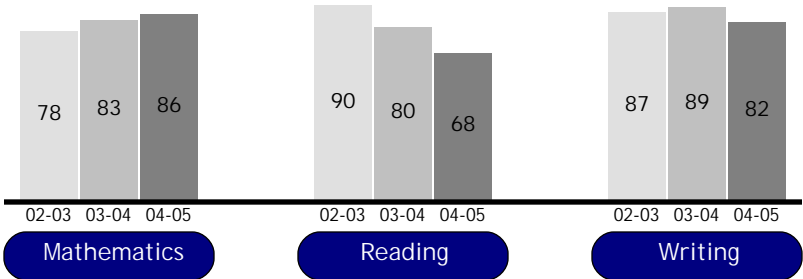
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78302	NC	NC	99	NC	NC	512	NC	NC	11	NC	NC	25	NC	NC	57	NC	NC	7
All Students (Prior Year)	--	--	74918	--	--	99	--	--	497	--	--	32	--	--	19	--	--	35	--	--	15
Female	--	--	38082	--	--	99	--	--	518	--	--	8	--	--	24	--	--	61	--	--	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	NC	NC	69024	NC	NC	99	NC	NC	524	NC	NC	7	NC	NC	23	NC	NC	62	NC	NC	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78094	NC	NC	99	NC	NC	545	NC	NC	3	NC	NC	18	NC	NC	77	NC	NC	2
All Students (Prior Year)	--	--	74503	--	--	99	--	--	491	--	--	9	--	--	32	--	--	51	--	--	8
Female	--	--	38025	--	--	99	--	--	558	--	--	2	--	--	13	--	--	82	--	--	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	NC	NC	68892	NC	NC	98	NC	NC	559	NC	NC	2	NC	NC	14	NC	NC	82	NC	NC	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

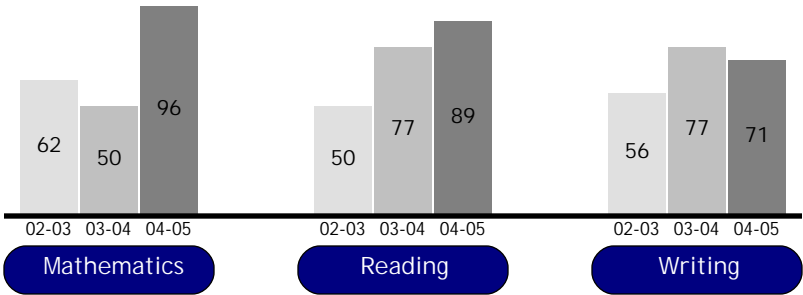
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

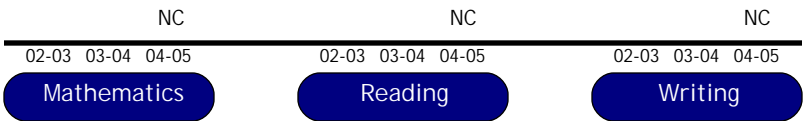
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	66	66	50	100	70	NA	58	96	55	55	47
	Language	100	66	66	43	100	66	66	50	96	54	54	47
	Mathematics	100	77	77	57	100	89	89	64	96	68	68	50
3	Reading	100	69	69	47	97	65	NA	55	100	53	53	44
	Language	100	66	66	54	100	64	64	61	100	52	52	44
	Mathematics	100	64	64	54	100	75	75	61	100	69	69	51
4	Reading	NC	NC	NC	52	100	70	NA	56	100	52	52	48
	Language	100	35	35	48	100	59	59	52	100	59	59	49
	Mathematics	100	54	54	57	100	73	73	61	100	59	59	53
5	Reading	100	63	63	50	100	56	NA	55	100	64	64	50
	Language	100	55	55	46	100	54	54	49	100	65	65	50
	Mathematics	100	75	75	57	100	72	72	63	100	59	59	49
6	Reading	NC	NC	NC	53	100	71	NA	56	100	71	71	51
	Language	NC	NC	NC	45	100	60	60	48	100	65	65	47
	Mathematics	NC	NC	NC	62	100	74	74	66	100	75	75	52
7	Reading	--	--	--	51	NC	NC	NC	54	100	68	68	50
	Language	--	--	--	54	NC	NC	NC	58	100	65	65	52
	Mathematics	--	--	--	58	NC	NC	NC	62	100	63	63	50
8	Reading	--	--	--	53	--	--	--	55	NC	NC	NC	51
	Language	--	--	--	49	--	--	--	52	NC	NC	NC	50
	Mathematics	--	--	--	58	--	--	--	61	NC	NC	NC	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Milestones Charter School

## School Site Council

### Council Composition

- 3 School Administrator(s)
- 0 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Day-to-Day Operations
- Ü Parent Teacher Team
- Ü Educational Accountability
- Ü Community Connections
- Ü Fiscal Responsibility

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	19.00
Other Professional Staff	2.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	3	0	5
4 to 6 years	4	2	0	6
7 to 9 years	3	1	0	4
10 or more years	3	1	0	1

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	15
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	93%

## Resources Available at School Site

### Special Facilities

- Ü Library
- Ü Multi-Purpose Room
- Ü Computers in Each Classroom
- Ü Separate Preschool Playground

### Extracurricular Activities

- Ü Art Club
- Ü Girl Scouts & Daisy Girls
- Ü Student Government
- Ü Cheerleading
- Ü Chess Club
- Ü Martial Arts
- Ü Yearbook
- Ü Dance & Gymnastics

### Social Services

- Ü Guest Speakers
- Ü Guest Performances
- Ü Counseling Support

# Milestones Charter School

## Indicators of Success Based on Historical Data from 2004-05

### School Achievements/Accomplishments 2004-05

- ü Developed an additional 20,000 sq. ft. to our existing 24,000 sq. ft. campus in August 2005. Additon includes a separate middle school campus, gymnasium, computer lab, music, art and spanish classrooms.
- ü Milestones has achieved the goals for growth each school year. One successive grade has been added every year that the school has been in operation. Milestones offers programs for infants through eighth grade.
- ü In 2003, Milestones expanded their preschool programs. We now offer programs for infants pre-kindergarten students.

## Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Transfers Out Rates <sup>5</sup>	5	12	12	17
Transfers In Rate <sup>6</sup>	10	28	28	37
Stability Rate <sup>7</sup>	94	87	87	82
Promotion Rate <sup>8</sup>	0	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Milestones works with law enforcement agencies to ensure the utmost safety of the students by providing strategies for dealing with specific situations. Keeping the campus safe & providing an environment conducive to learning is a top priority.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	School Office	(602) 404-1009
Transportation Policy	School Office	(602) 404-1009
Community Resources	School Office	(602) 404-1009
School Nutrition Programs	School Office	(602) 404-1009
Parent Organization	School Office	(602) 404-1009
Student Health/Nurse	School Office	(602) 404-1009

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 100 Copies = \$51.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.